

PM Benchmark Kit 2

NEXT STEPS

To determine a student's reading level, accuracy, comprehension, and fluency must be considered. Use the information available to you to make your best judgment call in deciding on an appropriate reading level that will ensure both challenge and success for your students.

Reading Record Diagnosis	Recommendations	Strategies
1a. Accuracy Level: Accuracy level below 90% Poor comprehension	Accuracy level below 90%: Drop back two text levels and reassess. Continue to drop back until accuracy level falls between 90–95% with adequate comprehension.	
1b. Accuracy Level: Accuracy level below 90% Adequate comprehension	<p>Accuracy level below 90%: Maintain text level. Analyze errors. Consider one of two options.</p> <p>Option A: If the errors are text- or subject-specific, try another text at the same level. If same pattern occurs, maintain text level with emphasis on problem-solving subject-specific words.</p> <p>Option B: If the student is having difficulty with high-frequency words, try another text at the same level. If same pattern occurs, maintain text level and emphasize strategies to improve recognition of high-frequency words.</p>	<p>Option A: To improve accuracy of subject-specific words:</p> <ul style="list-style-type: none"> • Give positive feedback that the substitutions made sense and reading for meaning is what effective readers do. • Help student(s) become comfortable with challenging vocabulary. The following suggestions might help: <ul style="list-style-type: none"> - Use shared reading of poetry and songs. - Use shared writing experiences to encourage authentic, enriched vocabulary. - Use pictures, charts, and labels. - Make up word lists for common words, e.g., <i>said</i> words, <i>walk</i> words, and so on. Develop lists over time. Have words come from stories read to children, poetry, everyday language experiences, newspapers, and so on. - Have student(s) infer what subject-specific words mean during pre-reading activities. • While reading, the student might: <ul style="list-style-type: none"> - Skip the word and read on. - Look for smaller words within larger words. • Brainstorm vocabulary for new science, social studies, or health units. Encourage student(s) to attempt spelling of these words and discuss strategies they used. <p>Option B: To improve accuracy of high-frequency words:</p> <ul style="list-style-type: none"> • Emphasize high-frequency words during shared writing. Some suggestions are: <ul style="list-style-type: none"> - Teacher says, "I don't know how to spell this word. Where might I find it?" Asks student(s) to locate word in various locations in the room, e.g., word wall, picture, a story book, and so on. - Find "words that are the same" in a passage. - Find specific words, e.g., <i>then</i>, <i>can</i>, <i>be</i>, etc. - Use cloze exercises missing high-frequency words.